

South Canterbury RTLB Cluster Self Review: 2010

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Operates according to requirements	Cluster not operating in accordance with RTLB policy. Cluster processes for the allocation of funding not clear or easy to track. Operational document of policies and procedures is not up to date or complete.	Cluster operates according to some RTLB policy (not in all areas of governance and management). Processes for allocation of funding exist but not easy to track/follow. Operational document is incomplete in some aspects or out of date.	Cluster operates in accordance with most RTLB policy. Cluster has transparent processes for the allocation of funding on a needs basis in accordance with Ministry of Education and cluster policy. Operational document is complete and current.	Cluster has an operational document of policies and procedures that is clear and effectively guides operations. Cluster operates in accordance with all RTLB policy. Funding allocation processes are well known to all involved and fully adhered to.
Self review, planning and reporting. Focus on outcomes	Cluster planning and reporting is limited or non-existent. Very limited or no self review. Minimal or no evidence of outcomes of RTLB interventions.	Cluster planning and reporting undertaken in a superficial way. Some evidence of outcomes of RTLB interventions.	Cluster has a planning and reporting cycle incorporating evidence-based self review. Cluster focuses on positive outcomes for all students. Cluster is able to demonstrate the outcomes of RTLB interventions.	Cluster has a robust planning and reporting cycle that is informed by evidence-based self review and leads to innovative and informed practice. Cluster focuses on positive outcomes for all students. Cluster is able to demonstrate the outcomes of RTLB interventions in order to measure the effectiveness of service over time.
Access to service	Not clear whether referrals are managed to ensure equitable access for all students with	Referral processes exist but not always adhered to. Some evidence of issues re	Cluster has referral processes that are followed to ensure equitable access for all	Referral processes are known, understood, followed and easy to access. Principals affirm

	learning or behavioural difficulties. Evidence of inequitable access.	access to service.	students with learning or behavioural difficulties.	and endorse the high standard of practice applied to the referral process.
Personnel management and professional support	Systems for appointment and performance management, including professional supervision and appraisal are out of date and do not guide/reflect practice. Minimal opportunities for RTLB to undertake professional learning. Minimal collegial support and mentoring.	Systems for RTLB appointment and performance management, including professional supervision and appraisal are not fully developed. Some support and encouragement for professional learning. Collegial support and mentoring evident but not cluster wide or formalised.	Cluster has sound systems for RTLB appointment and performance management, including professional supervision and appraisal. Cluster encourages continuing professional learning to improve practice and ensure a diverse RTLB skill base to meet students' individual needs. Cluster values collegial support and provides mentoring when needed.	Cluster has high quality systems for appointment and performance management, including professional supervision and appraisal. Cluster actively seeks continuing professional learning based on current research to improve practice and ensure a diverse skill base to meet students' individual needs. Cluster values collegial support and provides mentoring. RTLBs actively seek feedback about their practice.
Relationships	Poor relationships at all levels. RTLB and cluster schools do not work collaboratively with GSE or other agencies.	Relationships exist but not always professional, trusting and respectful. Ad hoc approach to collaboration with GSE and other agencies.	Professional, trusting and respectful relationships generally evident. Work underway to develop protocols with GSE and work collaboratively with other agencies.	Cluster actively promotes professional, trusting and respectful relationships at all levels. Cluster has RTLB that work proactively with GSE and other agencies to provide a seamless continuum of flexible service for students with learning or

				behavioural difficulties.
Communication	Poor communication in the cluster.	Communication issues evident at some levels of the cluster.	Generally good communication but could improve clarity and openness.	Cluster communicates regularly, with clarity and openness. Communications are timely.
Leadership and involvement	Lack of leadership in the cluster. Minimal involvement of cluster principals. Limited understanding of RTLB role.	Leadership in some aspects of cluster governance and management. Not a high level of participation from cluster principals. Some shared understanding of RTLB role (in terms of BoT).	Cluster has good professional leadership in governance and management and the involvement of cluster principals who have a shared understanding of the RTLB role.	Cluster has strong professional leadership in governance and management and the active participation of cluster principals who have a shared understanding of the RTLB role. The employing board is knowledgeable and well informed.

Source: ERO September 2009